

## LESSON 9: Talking Politics

### OBJECTIVE:

- To understand the importance of selected cultural ideas and historical events in Passamaquoddy and Maine history.

### ALIGNMENT WITH MAINE STATE LEARNING RESULTS:

#### HISTORY:

#### Historical Inquiry, Analysis, and Interpretation

1. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts.

### OVERVIEW:

Students will study two historic speeches given by Passamaquoddy politicians in 1887 and 2002. Using a T-chart, students will compare and contrast the central ideas, themes and tones of the speeches.



**TIME REQUIRED:** 1 hour

### MATERIALS:

- Audio CD of recording of the *2002 Speech Made by Governor Doyle* and the *1887 Speech Made by Lewis Mitchell*
- CD Player(s)
- *2002 Speech Made by Governor Doyle* reproducible worksheet
- *1887 Speech Made by Lewis Mitchell* reproducible worksheet
- *Sample T Chart* for teacher use
- *Major Points* for teacher use
- Pencils
- Large Writing Surface (chalkboard, whiteboard, or butcher paper)

## VOCABULARY

### Sovereignty

Having supreme power; freedom from external control; self-governing.

### Treaty

A contract in writing between two or more political authorities (as states of sovereigns) formally signed by representatives duly authorized and usually ratified by the lawmaking authority of the state.

### PREPARATION:

1. *2002 Speech Made by Governor Doyle*: Make three or four copies to distribute as needed.
2. *1887 Speech Made by Lewis Mitchell*: Make three or four copies to distribute as needed.
3. Get CD player.

4. Copy the enclosed sample T chart onto the board. You may want to use keywords like “treaty rights” and “tone” instead of the whole question.
5. Governor Doyle’s speech is longer than Lewis Mitchell’s. After listening to it once, you may want to pause the speech after 5 minutes (about half-way through) instead of playing it in its entirety three and four times.
6. First, play both speeches for the whole class. Then, divide the class into two groups to each focus on one of the speeches. If you have access to two listening spaces and two CD players, both groups may listen to and work on their speeches at the same time. If not, you may need to start a second group after the first is done.

## INTRODUCTION:

Lewis Mitchell (1847-1930) was a Tribal Representative to the Maine State Legislature. In 1887, he delivered what many Passamaquoddy historians say was the most emotional and stirring speech ever recorded. In the book Passamaquoddy at the Turn of the Century, 1890-1920 (2002), author and Passamaquoddy historian Donald Soctomah says this about the speech:

*This [speech] created an awareness of the Passamaquoddy. For his protection of Tribal rights, Lewis Mitchell was considered a militant, but to the Tribe he symbolized the hope for survival of future generations. He fought for his rights from the courts of Maine to the Federal government. His life was symbolic of the [Passamaquoddy peoples’] cultural struggle during this period of time, but this struggle was not his alone; it was being experienced by all tribal members each and every day.*

Governor Richard Doyle delivered his speech at the March 11, 2002 State of the Tribes Address before the Maine State Legislature. The Passamaquoddy Tribe and the Penobscot Nation have each sent a representative to the Maine House since Maine became a state in 1820, although tribal representatives were not allowed to sit in the House chamber from 1941 to 1975. Despite the 182-year history of representation, tribal leaders had never addressed a joint session.

**In this activity, students will study two important historical speeches given by Passamaquoddy politicians Lewis Mitchell and Governor Richard Doyle. Together, students will compare and contrast the ideas, themes and tones of the speeches using a T-chart**



**PROCEDURE:**

1. Introduce the speeches.
2. Explain that the whole class will listen to the speeches read by two non-Native actors. (These are not recordings of the actual speeches.) Then, half of the class will focus on Lewis Mitchell's 1887 speech and the other half focus on Governor Doyle's 2002 speech. Each group will take notes on important ideas in the speeches, then come back together as a class to discuss and compare the speeches using a T chart.
3. Go over the questions on the T chart with the class and define any unfamiliar words or concepts to your students. Remind students that while listening to the speeches they should keep in mind the questions on the T chart.
4. Divide students into two groups for listening to the speeches. Then, divide each group again into smaller groups (4 or 5 students). This will help with small group discussion.
5. Play Lewis Mitchell's 1887 speech for the Lewis Mitchell groups. Tell students you will play the speech a few times.
6. Once students have listened to the speech again, hand out a copy of the speech to any student who would like to read along as you play it again.
7. Play the speech again and ask students to make notes about important points. Remind students of the questions on the T chart and to refer to the text copies of the speech as needed.
8. Repeat the same steps for the group listening to Governor Doyle's speech.

**WRAP UP:**

1. Once both groups have finished, come together for a class discussion. Make sure students bring their notes. If needed, play both speeches one more time for the entire class.
2. Fill out the T chart together as a class. Discuss each idea for comparison and encourage students to use their notes. Use the teacher worksheet *Major Points* to help guide your discussion.
3. You may or may not want to include on the T chart personal responses to the speech. If you do not want to include personal responses on the T chart, you should still use them to spark student discussion.
4. Once you've finished the T Chart, ask students the following questions:
  - a) Lewis Mitchell and Governor Doyle both talked about the importance of hunting and fishing rights and/or the rights to clean water. Why are these rights so important to the Passamaquoddy people?

*Without land, Passamaquoddy people could not hunt or fish for themselves, so they could not provide for themselves. Today, polluted water makes it unsafe for Passamaquoddy people to eat the fish they catch, swim in their river or harvest traditional plants.*

- b) Why do you think Lewis Mitchell referred to the Passamaquoddy role in the Revolutionary War?
- c) Why did Governor Doyle speak about Passamaquoddy people who served in the military during recent wars?

**TIMELINE CONNECTIONS:** Add the following important dates to the timeline of Passamaquoddy history:

- 1794 Treaty between the Passamaquoddy and Massachusetts Establishes Passamaquoddy Reservation
- 1887 Lewis Mitchell Gives Speech Before the Maine State Legislature
- 1924 Native Americans Are Declared United States Citizens
- 1954 Wabanakis Receive Right to Vote in Federal Election
- 1967 Wabanakis Receive Right to Vote in Maine State Election
- 1974 Passamaquoddy Tribe Receives Federal Recognition
- 2002 Governor Doyle Gives State of Tribes Address

### **EXTENSIONS OR OTHER ACTIVITIES:**

“Thinking about Treaties,” page B-99, [The Wabanakis of Maine and the Maritimes](#).

Visit the Passamaquoddy Tribe website: <http://www.wabanaki.com> to learn more about tribal government today, including tribal law and tribal council. Look at a frequently asked questions page about treaties: [mrc.uccb.ns.ca/treaties.html](http://mrc.uccb.ns.ca/treaties.html)